

- Harper, Suzanne R., Students' Interpretations of Misleading Graphs. Feb. 2004, 340-43.
- Hillen, Amy F., Melissa D. Boston, and Margaret S. Smith, Building on Students' Intuitive Strategies to Make Sense of Cross Multiplication. Nov. 2003, 150-55.
- Jamnski, William D., The Arithmetick of Lewis and Clark and the Corps of Discovery. May 2004, 471-74.
- Janssens, Dirk, Wim Van Dooren, Dirk De Bock, and Lieven Verschaffel, Improper Applications of Proportional Reasoning. Dec. 2003, 204-9.
- Johannes, Jennifer L., and Kristine L. Britton, Portfolios and a Backward Approach to Assessment. Oct. 2003, 70-76.
- Johnston, David E., Measurement, Scale, and Theater Arts. Apr. 2004, 412-17.
- Joram, Elana, and Vicki Oleson, Learning about Area by Working with Building Plans. Apr. 2004, 450-56.
- Joyner, Jeane M., George W. Bright, and Charles Wallis, Assessing Proportional Thinking. Nov. 2003, 166-72.
- Jung, Woo Sik, and Hea-Jin Lee, Limited English Proficient (LEP) Students and Mathematical Understanding. Jan. 2004, 269-72.
- Kabiri, Mary S., and Nancy L. Smith, Turning Traditional Textbook Problems into Open-Ended Problems. Nov. 2003, 186-92.
- Kalman, Richard, Revisiting the Sum of Odd Natural Numbers. Sept. 2003, 58-61.
- Kamina, Penina A., and Patricia P. Tinto, The Million-Dollar Activity. Apr. 2004, 428-29.
- Keiser, Jane M., Amanda Klee, and Karen Fitch, An Assessment of Students' Understanding of Angle. Oct. 2003, 116-19.
- Kersaint, Gladis, The Car Wash. Mar. 2004, 373, 379.
- \_\_\_\_\_, A Fruitful Crop. Nov. 2003, 173, 163.
- \_\_\_\_\_, The Hot Dog-Eating Contest. Nov. 2003, 156-58.
- \_\_\_\_\_, Married People. Feb. 2004, 317-19.
- \_\_\_\_\_, The Midas Touch. Jan. 2004, 263, 267.
- \_\_\_\_\_, Mowing the Lawn. May 2004, 509-11.
- \_\_\_\_\_, Mowing the Lawn. Oct. 2003, 108, 99.
- \_\_\_\_\_, Over Laps. Feb. 2004, 324, 323.
- Klee, Amanda, Jane M. Keiser, and Karen Fitch, An Assessment of Students' Understanding of Angle. Oct. 2003, 116-19.
- Laing, Sharon, Jeffery J. Boats, Nancy K. Dwyer, and Mark P. Fratella, Geometric Conjectures: The Importance of Counterexamples. Dec. 2003, 210-15.
- Ledford, Sarah, A. Kursat Erbas, Drew Polly, and Chandra H. Orrill, Engaging Students through Technology. Feb. 2004, 300-305.
- Lee Hea-Jin, and Woo Sik Jung, Limited-English Proficient (LEP) Students and Mathematical Understanding. Jan. 2004, 269-72.
- Leonard, Jacqueline, and Louise L. Campbell, Using the Stock Market for Relevance in Teaching Number Sense. Feb. 2004, 294-99.
- Lide, Allison M., Circles of Humanity. Jan. 2004, 280-85.
- Lo, Jane-Jane, Tad Watanabe, and Jinfa Cai, Developing Ratio Concepts: An Asian Perspective. Mar. 2004, 362-67.
- Mahoney, John F., Benjamin Banneker and the Method of Single Position. Mar. 2004, 368-71.
- Maida, Paula, Using Algebra Without Realizing It. May 2004, 484-88.
- Martinie, Sherri, Cooperative Groups. Oct. 2003, 106-7.
- \_\_\_\_\_, Measurement: What's the Big Idea? Apr. 2004, 430-31.
- Martinie, Sherri, and Janet Stramel, Manipulatives in the Middle School. Feb. 2004, 332-33.
- Martinie, Sherri L., and Jennifer M. Bay-Williams, Using Literature to Engage Students in Proportional Reasoning. Nov. 2003, 142-48.
- Mathews, Susann M., Mathematical Modeling: Convoying Merchant Ships in Wartime. Mar. 2004, 382-91.
- McClain, Kay, and Paula Schmitt, Teachers Grow Mathematically Together: A Case Study from Data Analysis. Jan. 2004, 274-79.
- McCoy, Leah P., and Jean M. Shaw, Patchwork Quilts: Connections with Geometry, Technology, and Culture. Sept. 2003, 46-50.
- McGehee, Jean, and Linda K. Griffith, Technology Enhances Student Learning across the Curriculum. Feb. 2004, 344-49.
- McMillen, Sue, How High Are the Stars? Funny Business. May 2004, 489, 499.
- \_\_\_\_\_, PG 6.5; Which Way Is Forward? Mar. 2004, 374, 379.
- \_\_\_\_\_, Pick a Card, Any Card; Would You Like to Buy a Vowel? Dec. 2003, 220, 219.
- McMillen, Sue, and Joan Raines, Do These Socks Match? Square Meals = Square Weight. Feb. 2004, 316, 323.
- \_\_\_\_\_, Where Have You Been? Snack Time! Apr. 2004, 442, 435.
- Metz, Mary Lou, Broken Bridges. Nov. 2003, 164-65.
- \_\_\_\_\_, Making Sense of Percents. Sept. 2003, 44-45.
- Mistretta, Regina M., Intersecting and Perpendicular Lines: Activities to Prevent Misconceptions. Oct. 2003, 84-91.
- Moore, Deborah A., and María C. Schwarz, Fishy Fun under the Sun: A Week of Geometry Connections. Oct. 2003, 78-82.
- Morris, Barbara H., The Beauty of Geometry. Mar. 2004, 358-61.
- Neumann, Maureen D., The Mathematics of Native American Star Quilts. Dec. 2003, 230-36.
- Oleson, Vicki, and Elana Joram, Learning about Area by Working with Building Plans. Apr. 2004, 450-56.
- Orrill, Chandra H., A. Kursat Erbas, Sarah Ledford, and Drew Polly, Engaging Students through Technology. Feb. 2004, 300-305.
- Parker, Melanie, Reasoning and Working Proportionally with Percent. Feb. 2004, 326-30.
- Phillips-Bey, Carol K., TI-73 Calculator Activities. May 2004, 500-508.
- Polly, Drew, A. Kursat Erbas, Sarah Ledford, and Chandra H. Orrill, Engaging Students through Technology. Feb. 2004, 300-305.
- Preston, Ron, and Tony Thompson, Integrating Measurement across the Curriculum. Apr. 2004, 436-41.
- Preston, Ronald V., and Amanda S. Garner, Representation as a Vehicle for Solving and Communication. Sept. 2003, 38-43.
- Preston, Ronald V., and Tony D. Thompson, Measurement in the Middle Grades: Insights from NAEP and TIMSS. May 2004, 514-19.
- Raines, Joan, and Sue McMillen, Do These Socks Match? Square Meals = Square Weight. Feb. 2004, 316, 323.
- \_\_\_\_\_, Where Have You Been? Snack Time! Apr. 2004, 442, 435.
- Reeves, Charles A. (Andy), and Darcy Webb, Balloons on the Rise: A Problem-Solving Introduction to Integers. May 2004, 476-82.

- Reynolds, Anne M., and Sandra Davis Trowell, How Long Is Its Projection? Apr. 2004, 444–48.
- Reys, Barbara J., and Jennifer M. Bay-Williams, The Role of Textbooks in Implementing the Curriculum Principle and the Learning Principle. Oct. 2003, 120–25.
- Riley, Robert, Richard Caulfield, and Shelly Sheats Harkness, Surprise! Turn Routine Problems into Worthwhile Tasks. Dec. 2003, 198–202.
- Robichaux, Rebecca R., and Paulette R. Rodrigue, Using Origami to Promote Geometric Communication. Dec. 2003, 222–29.
- Rodrigue, Paulette R., and Rebecca R. Robichaux, Using Origami to Promote Geometric Communication. Dec. 2003, 222–29.
- Schmidt, Diane L., and Bill Engel, How Big Is a 16-Penny Nail? A Measurement Lesson for Middle Grades. Apr. 2004, 422–26.
- Schmitt, Paula, and Kay McClain, Teachers Grow Mathematically Together: A Case Study from Data Analysis. Jan. 2004, 274–79.
- Schwarz, Maria C., and Deborah A. Moore, Fishy Fun under the Sun: A Week of Geometry Connections. Oct. 2003, 78–82.
- Shaw, Jean M., and Leah P. McCoy, Patchwork Quilts: Connections with Geometry, Technology, and Culture. Sept. 2003, 46–50.
- Sherin, Miriam Gamoran, and Elizabeth A. van Es, A New Lens on Teaching: Learning to Notice. Oct. 2003, 92–95.
- Simmons, Joan C., and Denisse R. Thompson, How Many Flakes? Oct. 2003, 105, 99.
- \_\_\_\_\_, The Meal Mat. Jan. 2004, 268, 267.
- \_\_\_\_\_, So Many Stars; Keep Those Teeth Talking. Nov. 2003, 159, 163.
- Simmons, Joan C., Mary M. Sullivan, and Denisse R. Thompson, Cool Beans; Weighted Down. Sept. 2003, 28, 36.
- Sjoberg, Craig A., David Slavit, and Terry Coon, Improving Writing Prompts to Improve Student Reflection. May 2004, 490–93.
- Slavit, David, Craig A. Sjoberg, and Terry Coon, Improving Writing Prompts to Improve Student Reflection. May 2004, 490–93.
- Smith, Margaret S., Melissa D. Boston, and Amy F. Hillen, Building on Students' Intuitive Strategies to Make Sense of Cross Multiplication. Nov. 2003, 150–55.
- Smith, Nancy L., and Mary S. Kabiri, Turning Traditional Textbook Problems into Open-Ended Problems. Nov. 2003, 186–92.
- Stegemoller, Rebecca, and William Stegemoller, A Path to Discovery. Apr. 2004, 458–64.
- Stegemoller, William, and Rebecca Stegemoller, A Path to Discovery. Apr. 2004, 458–64.
- Stramel, Janet, and Sherri Martinie, Manipulatives in the Middle School. Feb. 2004, 332–33.
- Sullivan, Mary M., Joan C. Simmons, and Denisse R. Thompson, Cool Beans; Weighted Down. Sept. 2003, 28, 36.
- Thompson, Denisse R., Charlene E. Beckmann, and Richard A. Austin, Exploring Proportional Reasoning through Movies and Literature. Jan. 2004, 256–62.
- Thompson, Denisse R., and Joan C. Simmons, How Many Flakes? Oct. 2003, 105, 99.
- \_\_\_\_\_, The Meal Mat. Jan. 2004, 268, 267.
- \_\_\_\_\_, So Many Stars; Keep Those Teeth Talking. Nov. 2003, 159, 163.
- Thompson, Denisse R., Mary M. Sullivan, and Joan C. Simmons, Cool Beans; Weighted Down. Sept. 2003, 28, 36.
- Thompson, Tony, and Ron Preston, Integrating Measurement across the Curriculum. Apr. 2004, 436–41.
- Thompson, Tony D., and Ronald V. Preston, Measurement in the Middle Grades: Insights from NAEP and TIMSS. May 2004, 514–19.
- Tinto, Patricia P., and Penina A. Kamina, The Million-Dollar Activity. Apr. 2004, 428–29.
- Trowell, Sandra Davis, and Anne M. Reynolds, How Long Is Its Projection? Apr. 2004, 444–48.
- Van Dooren, Wim, Dirk De Bock, Lieven Verschaffel, and Dirk Janssens, Improper Applications of Proportional Reasoning. Dec. 2003, 204–9.
- van Es, Elizabeth A., and Miriam Gamoran Sherin, A New Lens on Teaching: Learning to Notice. Oct. 2003, 92–95.
- Verschaffel, Lieven, Wim Van Dooren, Dirk De Bock, and Dirk Janssens, Improper Applications of Proportional Reasoning. Dec. 2003, 204–9.
- Wallis, Charles, George W. Bright, and Jeane M. Joyner, Assessing Proportional Thinking. Nov. 2003, 166–72.
- Walter, Marion, Math with Love. Apr. 2004, 418–20.
- Watanabe, Tad, Jane-Jane Lo, and Jinfa Cai, Developing Ratio Concepts: An Asian Perspective. Mar. 2004, 362–67.
- Webb, Darcy, and Charles A. (Andy) Reeves, Balloons on the Rise: A Problem-Solving Introduction to Integers. May 2004, 476–82.
- Wilkins, Jesse L. M., and Arthur J. Barroody, Inverting a Triangular Array: Involving Students in Mathematical Inquiry. Feb. 2004, 306–13.
- Yolles, Arlene, Using Friday Puzzlers to Discover Arithmetic Sequences. Nov. 2003, 180–85.
- Zaslavsky, Claudia, The Influence of Ancient Egypt on Greek and Other Numeration Systems. Nov. 2003, 174–78.

## Subject Index

### Algebra/Algebraic Thinking

- Broken Bridges. Nov. 2003, 164–65.
- Cool Beans; Weighted Down. Sept. 2003, 28, 36.
- Coordinate Plane Set Detective. Jan. 2004, 251–55.
- The Hot Dog-Eating Contest. Nov. 2003, 156–58.
- How Big Is a 16-Penny Nail? A Measurement Lesson for Middle Grades. Apr. 2004, 422–26.
- How Can a Box Help My Students with Multiplying Polynomials? May 2004, 512–13.
- Mowing the Lawn. Oct. 2003, 108, 99.
- Representation as a Vehicle for Solving and Communication. Sept. 2003, 38–43.
- Revisiting the Sum of Odd Natural Numbers. Sept. 2003, 58–61.
- Using Algebra Without Realizing It. May 2004, 484–88.

### Assessment

- Assessing Proportional Thinking. Nov. 2003, 166–72.
- An Assessment of Students' Understanding of Angle. Oct. 2003, 116–19.
- Measurement in the Middle Grades: Insights from NAEP and TIMSS. May 2004, 514–19.
- Portfolios and a Backward Approach to Assessment. Oct. 2003, 70–76.

### Communication

- Cooperative Groups. Oct. 2003, 106–7.
- Developing a Meaningful Understanding of the Mean. Sept. 2003, 22–26.
- Using Origami to Promote Geometric Communication. Dec. 2003, 222–29.

## **Computation/Arithmetic**

Balloons on the Rise: A Problem-Solving Introduction to Integers. May 2004, 476–82.

Building on Students' Intuitive Strategies to Make Sense of Cross Multiplication. Nov. 2003, 150–55.

The Chinese Abacus: A Window into Standards-Based Pedagogy. Oct. 2003, 110–14.

Cool Beans; Weighted Down. Sept. 2003, 28, 36.

Developing a Meaningful Understanding of the Mean. Sept. 2003, 22–26.

*Operation Central*: An Original Play Teaching Mathematical Order of Operations. Sept. 2003, 52–57.

## **Connections/Applications**

The Arithmetick of Lewis and Clark and the Corps of Discovery. May 2004, 471–74.

The Beauty of Geometry. Mar. 2004, 358–61.

Broken Bridges. Nov. 2003, 164–65.

Circles of Humanity. Jan. 2004, 280–85.

Exploring Proportional Reasoning through Movies and Literature. Jan. 2004, 256–62.

Fishy Fun under the Sun: A Week of Geometry Connections. Oct. 2003, 78–82.

Heptades and Heptagons: The Historical Roots of 7. Oct. 2003, 100–104.

Improving Writing Prompts to Improve Student Reflection. May 2004, 490–93.

Learning about Area by Working with Building Plans. Apr. 2004, 450–56.

"Lollipop" Statistics. Sept. 2003, 12–15.

Mathematical Modeling: Convoying Merchant Ships in Wartime. Mar. 2004, 382–91.

The Mathematics of Native American Star Quilts. Dec. 2003, 230–36.

Measurement, Scale, and Theater Arts. Apr. 2004, 412–17.

*Operation Central*: An Original Play Teaching Mathematical Order of Operations. Sept. 2003, 52–57.

Patchwork Quilts: Connections with Geometry, Technology, and Culture. Sept. 2003, 46–50.

Students' Interpretations of Misleading Graphs. Feb. 2004, 340–43.

Using Literature to Engage Students in Proportional Reasoning. Nov. 2003, 142–48.

Using School Lunches to Study Proportion. Sept. 2003, 17–21.

Using the Stock Market for Relevance in Teaching Number Sense. Feb. 2004, 294–99.

## **Curriculum**

The Role of Textbooks in Implementing the Curriculum Principle and the Learning Principle. Oct. 2003, 120–25.

## **Editorial**

Volume 9: Working Together. Sept. 2003, 4.

## **Equity and Diversity**

Heptades and Heptagons: The Historical Roots of 7. Oct. 2003, 100–104.

The Mathematics of Native American Star Quilts. Dec. 2003, 230–36.

## **Estimation/Approximation**

(See *Number Sense*.)

## **Exceptional Student**

Limited-English Proficient (LEP) Students and Mathematical Understanding. Jan. 2004, 269–72.

## **Games and Puzzles**

The Chess and Mathematics Connection: More Than Just a Game. Jan. 2004, 246–250.

## **Geometry**

(See also *Measurement*.)

An Assessment of Students' Understanding of Angle. Oct. 2003, 116–19.

The Beauty of Geometry. Mar. 2004, 358–61.

Circles of Humanity. Jan. 2004, 280–85.

Geometric Conjectures: The Importance of Counterexamples. Dec. 2003, 210–15.

Heptades and Heptagons: The Historical Roots of 7. Oct. 2003, 100–104.

Improper Applications of Proportional Reasoning. Dec. 2003, 204–9.

Intersecting and Perpendicular Lines: Activities to Prevent Misconceptions. Oct. 2003, 84–91.

It's Friezing in Here: Tessellations through Art, Architecture, and Cultural Artifacts. Feb. 2004, 334–38.

Learning about Area by Working with Building Plans. Apr. 2004, 450–56.

Learning Geometric Concepts through Ceramic Tile Design. Nov. 2003, 134–40.

The Mathematics of Native American Star Quilts. Dec. 2003, 230–36.

Patchwork Quilts: Connections with Geometry, Technology, and Culture. Sept. 2003, 46–50.

A Path to Discovery. Apr. 2004, 458–64.

The Role of Textbooks in Implementing the Curriculum Principle and the Learning Principle. Oct. 2003, 120–25.

## **Transformations and Technology: What Path to Follow?**

Mar. 2004, 392–97.

Using Origami to Promote Geometric Communication. Dec. 2003, 222–29.

## **History**

Benjamin Banneker and the Method of Single Position. Mar. 2004, 368–71.

Heptades and Heptagons: The Historical Roots of 7. Oct. 2003, 100–104.

The Influence of Ancient Egypt on Greek and Other Numeration Systems. Nov. 2003, 174–78.

It's Friezing in Here: Tessellations through Art, Architecture, and Cultural Artifacts. Feb. 2004, 334–38.

Measurement from the Bottom of the World to the Middle School Classroom. Apr. 2004, 407–11.

## **Home/Community/Business Relations**

Cooperative Groups. Oct. 2003, 106–7.

## **Humor**

Cool Beans; Weighted Down. Sept. 2003, 28, 36.

Do These Socks Match? Square Meals = Square Weight. Feb. 2004, 316, 323.

How High Are the Stars? Funny Business. May 2004, 489, 499.

How Many Flakes? Oct. 2003, 105, 99.

The Meal Mat. Jan. 2004, 268, 267.

PG 6.5; Which Way Is Forward? Mar. 2004, 374, 379.

Pick a Card, Any Card; Would You Like to Buy a Vowel? Dec. 2003, 220, 219.

So Many Stars; Keep Those Teeth Talking. Nov. 2003, 159, 163.

Where Have You Been? Snack Time! Apr. 2004, 442, 435.

## **International Perspective**

Developing Ratio Concepts: An Asian Perspective. Mar. 2004, 362–67.

## **Measurement**

Fishy Fun under the Sun: A Week of Geometry Connections. Oct. 2003, 78–82.

Integrating Measurement across the Curriculum. Apr. 2004, 436–41.

Math with Love. Apr. 2004, 418–20.

Measurement from the Bottom of the World to the Middle School Classroom. Apr. 2004, 407–11.

Measurement in the Middle Grades: Insights from NAEP and TIMSS. May 2004, 514–19.

Measurement, Scale, and Theater Arts. Apr. 2004, 412–17.

- Measurement: What's the Big Idea? Apr. 2004, 430–31.
- The Million-Dollar Activity. Apr. 2004, 428–29.
- Patchwork Quilts: Connections with Geometry, Technology, and Culture. Sept. 2003, 46–50.

### **Modeling**

- Mathematical Modeling: Convoying Merchant Ships in Wartime. Mar. 2004, 382–91.

### **Number Sense**

- Using the Stock Market for Relevance in Teaching Number Sense. Feb. 2004, 294–99.

### **Number System**

- Developing Ratio Concepts: An Asian Perspective. Mar. 2004, 362–67.
- The Influence of Ancient Egypt on Greek and Other Numeration Systems. Nov. 2003, 174–78.
- Reasoning and Working Proportionally with Percent. Feb. 2004, 326–30.

### **Number Theory**

- A Fruitful Crop. Nov. 2003, 173, 163.
- Inverting a Triangular Array: Involving Students in Mathematical Inquiry. Feb. 2004, 306–13.
- Using Friday Puzzlers to Discover Arithmetic Sequences. Nov. 2003, 180–85.

### **Probability**

- Surprise! Turn Routine Problems into Worthwhile Tasks. Dec. 2003, 198–202.
- TI-73 Calculator Activities. May 2004, 500–508.

### **Problem Solving**

- April's Menu of Problems. Apr. 2004, 432–35.
- Broken Bridges. Nov. 2003, 164–65.
- The Car Wash. Mar. 2004, 373, 379.
- Cool Beans; Weighted Down. Sept. 2003, 28, 36.
- December's Menu of Problems. Dec. 2003, 216–19.
- February's Menu of Problems. Feb. 2004, 320–23.
- A Fruitful Crop. Nov. 2003, 173, 163.
- The Hot Dog-Eating Contest. Nov. 2003, 156–58.
- How Long Is Its Projection? Apr. 2004, 444–48.
- Improper Applications of Proportional Reasoning. Dec. 2003, 204–9.
- Improving Writing Prompts to Improve Student Reflection. May 2004, 490–93.

- Inverting a Triangular Array: Involving Students in Mathematical Inquiry. Feb. 2004, 306–13.
- January's Menu of Problems. Jan. 2004, 264–67.

- Making Sense of Percents. Sept. 2003, 44–45.

- Manipulatives in the Middle School. Feb. 2004, 332–33.

- March's Menu of Problems. Mar. 2004, 376–79.

- Married People. Feb. 2004, 317–19.

- May's Menu of Problems. May 2004, 496–99.

- The Midas Touch. Jan. 2004, 263, 267.

- Mowing the Lawn. May 2004, 509–11.

- Mowing the Lawn. Oct. 2003, 108, 99.

- November's Menu of Problems. Nov. 2003, 160–63.

- October's Menu of Problems. Oct. 2003, 96–99.

- Over Laps. Feb. 2004, 324, 323.

- Representation as a Vehicle for Solving and Communication. Sept. 2003, 38–43.

- Revisiting the Sum of Odd Natural Numbers. Sept. 2003, 58–61.

- September's Menu of Problems. Sept. 2003, 32–36.

- Turning Traditional Textbook Problems into Open-Ended Problems. Nov. 2003, 186–92.

- Using Friday Puzzlers to Discover Arithmetic Sequences. Nov. 2003, 180–85.

### **Proportional Reasoning**

- Assessing Proportional Thinking. Nov. 2003, 166–72.

- Building on Students' Intuitive Strategies to Make Sense of Cross Multiplication. Nov. 2003, 150–55.

- Exploring Proportional Reasoning through Movies and Literature. Jan. 2004, 256–62.

- How Long Is Its Projection? Apr. 2004, 444–48.

- Making Sense of Percents. Sept. 2003, 44–45.

- Married People. Feb. 2004, 317–19.

- Mowing the Lawn. Oct. 2003, 108, 99.

- The Thinking of Students: Mowing the Lawn. May 2004, 509–11.

- Using Literature to Engage Students in Proportional Reasoning. Nov. 2003, 142–48.

- Using School Lunches to Study Proportion. Sept. 2003, 17–21.

### **Reasoning**

- Geometric Conjectures: The Importance of Counterexamples. Dec. 2003, 210–15.

### **Statistics/Data Analysis**

- "Lollipop" Statistics. Sept. 2003, 12–15.
- Students' Interpretations of Misleading Graphs. Feb. 2004, 340–43.

### **Teachers**

- Teachers Grow Mathematically Together: A Case Study from Data Analysis. Jan. 2004, 274–79.

### **Teaching**

- The Chinese Abacus: A Window into Standards-Based Pedagogy. Oct. 2003, 110–14.

- Cooperative Groups. Oct. 2003, 106–7.

- Developing a Meaningful Understanding of the Mean. Sept. 2003, 22–26.

- Fishy Fun under the Sun: A Week of Geometry Connections. Oct. 2003, 78–82.

- Getting Back to Class. Sept. 2003, 8–10.

- How Big Is a 16-Penny Nail? A Measurement Lesson for Middle Grades. Apr. 2004, 422–26.

- Learning Geometric Concepts through Ceramic Tile Design. Nov. 2003, 134–40.

- A New Lens on Teaching: Learning to Notice. Oct. 2003, 92–95.

- The Role of Textbooks in Implementing the Curriculum Principle and the Learning Principle. Oct. 2003, 120–25.

- Surprise! Turn Routine Problems into Worthwhile Tasks. Dec. 2003, 198–202.

- Turning Traditional Textbook Problems into Open-Ended Problems. Nov. 2003, 186–92.

- Using School Lunches to Study Proportion. Sept. 2003, 17–21.

### **Technology**

- Engaging Students through Technology. Feb. 2004, 300–305.

- Patchwork Quilts: Connections with Geometry, Technology, and Culture. Sept. 2003, 46–50.

- A Path to Discovery. Apr. 2004, 458–64.

- Technology Enhances Student Learning across the Curriculum. Feb. 2004, 344–49.

- TI-73 Calculator Activities. May 2004, 500–508.

- Transformations and Technology: What Path to Follow? Mar. 2004, 392–97. □

